**K-5 ELA Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | **Grade: 1st** | | | **Date(s)**: August 31 – Day 1 |
| **Unit Title: Wanted! A Few Good Friends** | | | **Corresponding Unit Task: Designing a Survey** | | |
| **Essential Question(s): How do illustrations help good readers locate and remember the important details in a story.** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Book: Friendliness, by Lucia Raatma**  **Caring, by Lucia Raatma**  **~Story Structure Matrix**  **~Character Traits Bubble chart**  **(See Bottom of Lesson Plan)** | | | | **Character traits**  **Caring**  **Community**  **Charity**  **Environment**  **Appreciate**  **Comfortable**  **Focus**  **Quality** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Reading**  **Standards: RL.1.1; RL.1.2; RL. 1.2; RL.1.7; RL.1.10; RI.1.1; RI.1.2; RI.1.4; RI. 1.7; RI. 1.10**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan:**  **Read the books “Friendliness” and “Caring.” Since the story structure matrix doesn’t work well with non-fiction, record the key points of these books on chart paper.**  **See writing and speaking and listening.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice   * Independent | **Writing**  **Standards: W.1.1; W.1.5; W.1.6;W.1.8; L.1.1; l.11.2; L.1.4; L.11.5**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan: On index cards, have students write a favorite thing they like to do with a friend. Draw a picture of it on reverse side.**  **Also see word study.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: W.1.1; W.1.5; W.1.6;W.1.8; L.1.1; l.11.2; L.1.4; L.11.5**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan:**  **Choose a character from a previously read story. On chart paper, make a list of character traits that can be applied to that character. Be sure children understand the term character traits. Use bubble chart.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Speaking & Listening**  **Standards: SL.1.1; SL.1.2; SL.1.3;SL.1.5; L.11.6**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan: Looking at the chart created in READING, have students comment on one of the key points by making a connection to their own experience.**  **They can also give their opinion as to which key point is the most important.**  **OPTIONAL: Do String Thing Activity. See attachment.** | | | | |
| **TECHNOLOGY** | **Use You-Tube songs – I Love Lucy**[**I Love Lucy/Friendship Song**](https://gaggle.net/main.do#GaggleTube)**; Pooh Friendship Song** [**Friendship Song**](https://gaggle.net/main.do#GaggleTube)**; Miley Cyrus** [**Miley Cyrus - True Friend Song**](https://gaggle.net/main.do#GaggleTube)**; Spongebob Fun Song**[**Spongebob F.U.N Song**](https://gaggle.net/main.do#GaggleTube) **; Barney Friend Song**[**Barney: The Friendship Song**](https://gaggle.net/main.do#GaggleTube) **.** | | | | |
| **Closing/Summarizing Strategy** | **Ask students: 1. Why is it important for people to follow rules and laws? (response: It is important to follow rules and laws because it helps us to be fair and safe.) 2. What does it mean to be fair? (response: Being fair means acting in a way that is right for all.) 3. What are some consequences of breaking a rule? ( response: If you break a rule. You might miss something fun).** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Have students create an ideal friend and assign character traits to that friend. Then have them write their opinion explaining why this friend is ideal.** | | **Find a magazine picture of someone with whom you would like to be friends. Write a caption too go with the picture.** | | | **Find magazine pictures of several people who would make good friends. Make a collage/add your own drawing to the picture.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  See index cards about favorite things to do with a friend to check for understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**Story Structure Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **Characters** | **Setting** | **Problem** | **Solution** |
| **Story 1** |  |  |  |  |
| **Story 2** |  |  |  |  |
| **Story 3** |  |  |  |  |
| **Story 4** |  |  |  |  |
| **Story 5** |  |  |  |  |
| **etc. . . .** |  |  |  |  |